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ABSTRACT

This text on teaching language to students with hearing impairments stresses the use of multiple language learning pathways to meet the individual needs of students. The introductory chapter looks at language issues in the context of history, instruction, technology, culture, and the law. Chapter 2, on language acquisition, discusses the nature of language, theories of language development, stages of language development, the critical period for first language acquisition, and the influence of bilingualism on deaf education. Chapter 3 explains the Multiple Pathways to Language Learning model in the context of the heterogeneity of the hearing impaired population. Chapter 4 discusses language assessment, reasons for assessment, types of tests and test scores, assessment issues, formal and informal language measures, and choosing a battery of tests and other evaluation procedures. Chapter 5 focuses on applying theory in practice including pragmatic intent in language learning; language learning principles; language instructional approaches, practices, and techniques; individual needs; and planning language instruction. Chapter 6 discusses conversation, especially answering and asking questions, the Johnson Conversational Model, and question forms in both English and American Sign Language (ASL). The final chapter provides a detailed comparison of English and ASL grammar. Chapters contain questions for critical thinking. (Contains approximately 400 references.) (DB)

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